



## **A partnership approach to curriculum design: enabling a holistic curriculum where students can develop their identities and be successful**

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# **A partnership approach to curriculum design: enabling a holistic curriculum where students can develop their identities and be successful**

Colette Murphy & Dr Roisín Curran  
23<sup>rd</sup> June 2021

# Our focus

## Civic Contribution

- Social Renewal
- Sustainability
- Healthy Communities
- Creative Futures

## Academic Excellence

- Teaching Excellence
- Student Experience
- Research Training
- Research with Impact

## Global Vision

- Diverse University Community
- International Networks
- Global Challenge, Local Impact

## Operational Excellence

- People and Culture
- Service and Reputation
- Financial Sustainability
- Infrastructure

### 1 Civic Contribution:

As Northern Ireland's civic university we will focus our efforts on global societal issues relevant to Northern Ireland. Collectively our impact will contribute towards the wellbeing and economic prosperity of our society.

### 2 Academic Excellence:

We will deliver teaching and research of the highest academic standing. Our research endeavour will have global significance and meaningful impact. Our educational experience will prepare future leaders.

### 3 Global Vision:

As we reassert Ulster University's international leadership in teaching and research we will attract high calibre international staff and students who will enrich both our academic mission and cultural diversity while also contributing to the economic prosperity of the university and wider region.

### 4 Operational Excellence:

We will ensure that the support, resource and systems are in place to deliver on our teaching and research ambitions. We will continue to attract, retain and develop our staff with the skills and enthusiasm needed to deliver an effective, seamless student centered educational experience.

# Rationale for a Curriculum Design Framework



Shared understanding of Curriculum



Enable course teams to re-invigorate their Programmes holistically while building curricula design capabilities



Integrate economic and industry priorities and advances in the discipline



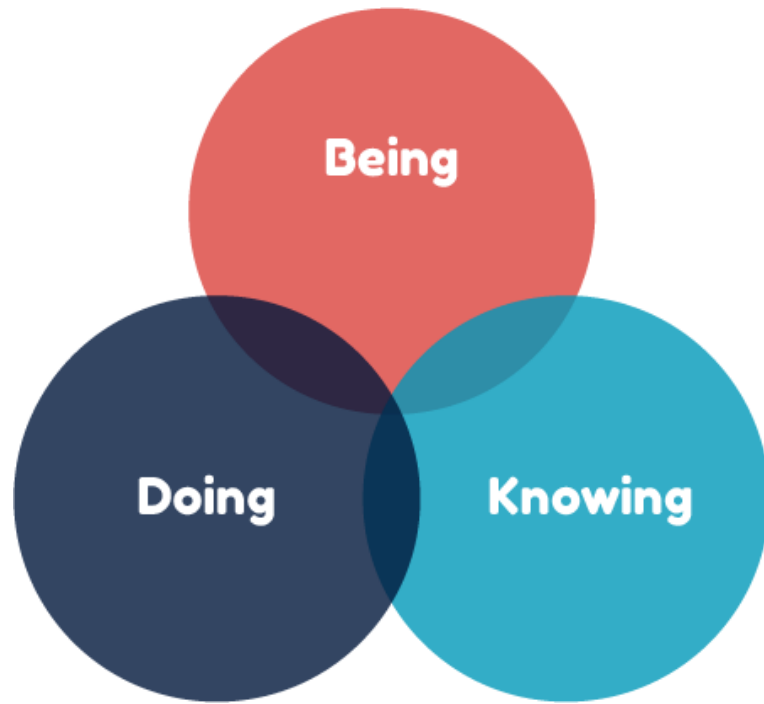
Facilitate an ethos of partnership and co-creation



Maximise the quality enhancement aspect of quality assurance systems

# Defining a Holistic CURRICULUM for workforce development

Curricula dimensions

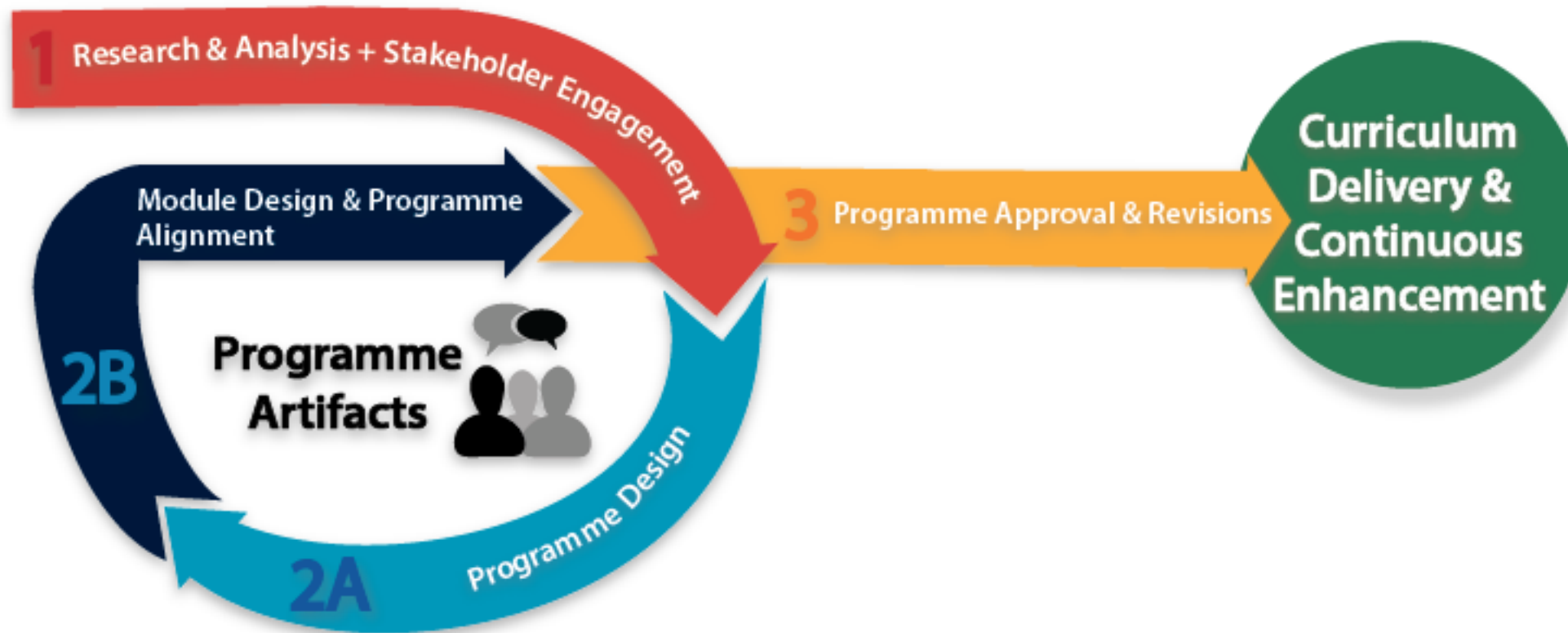


(Barnett and Coate,  
2005)

**Designing for success: knowing, doing and being**

- What does the student need to **be**?
- What does the student need to be able to **do**?
- What does the student need to **know**?

# Integrated Curriculum Design Framework (ICDF)

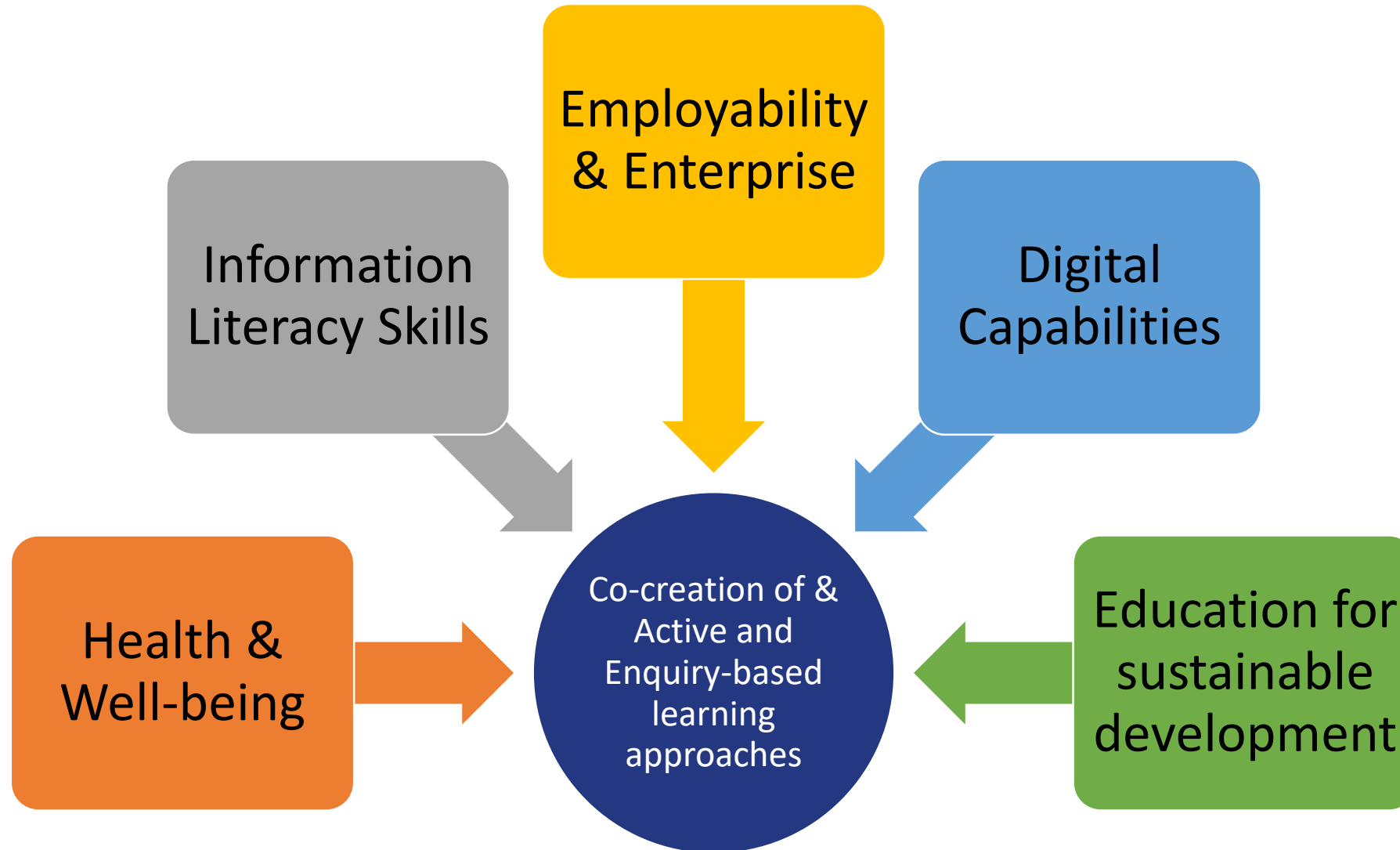


ICDFramework [overview](#)

# Extended partnership approaches

- Academic staff
- Students & UUSU
- Alumni
- Employers, industry and professional bodies
- Professional support services
  - LIBRARY
  - Careers & Employability
  - Student wellbeing
  - Office of Digital Learning
  - Education for Sustainable Development

# An INTEGRATED Curriculum



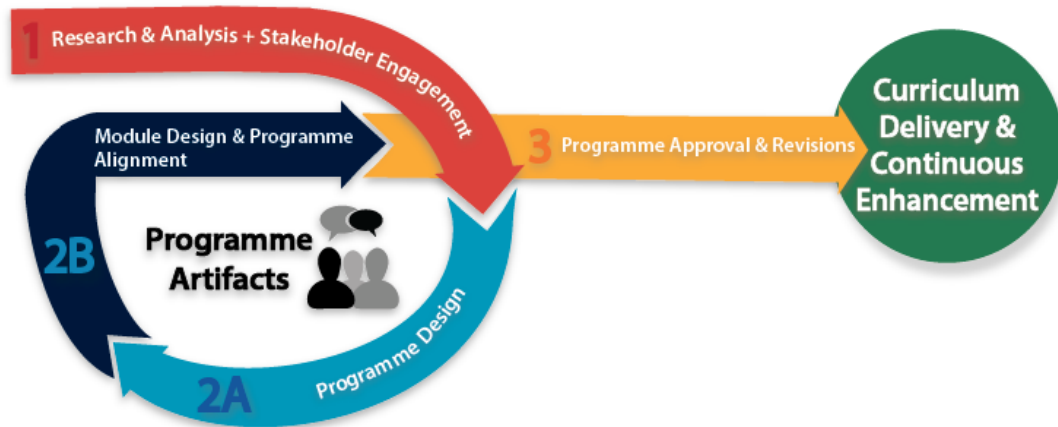




# Key Stages and Insights



# Process (ICDF) & Product (Outputs)

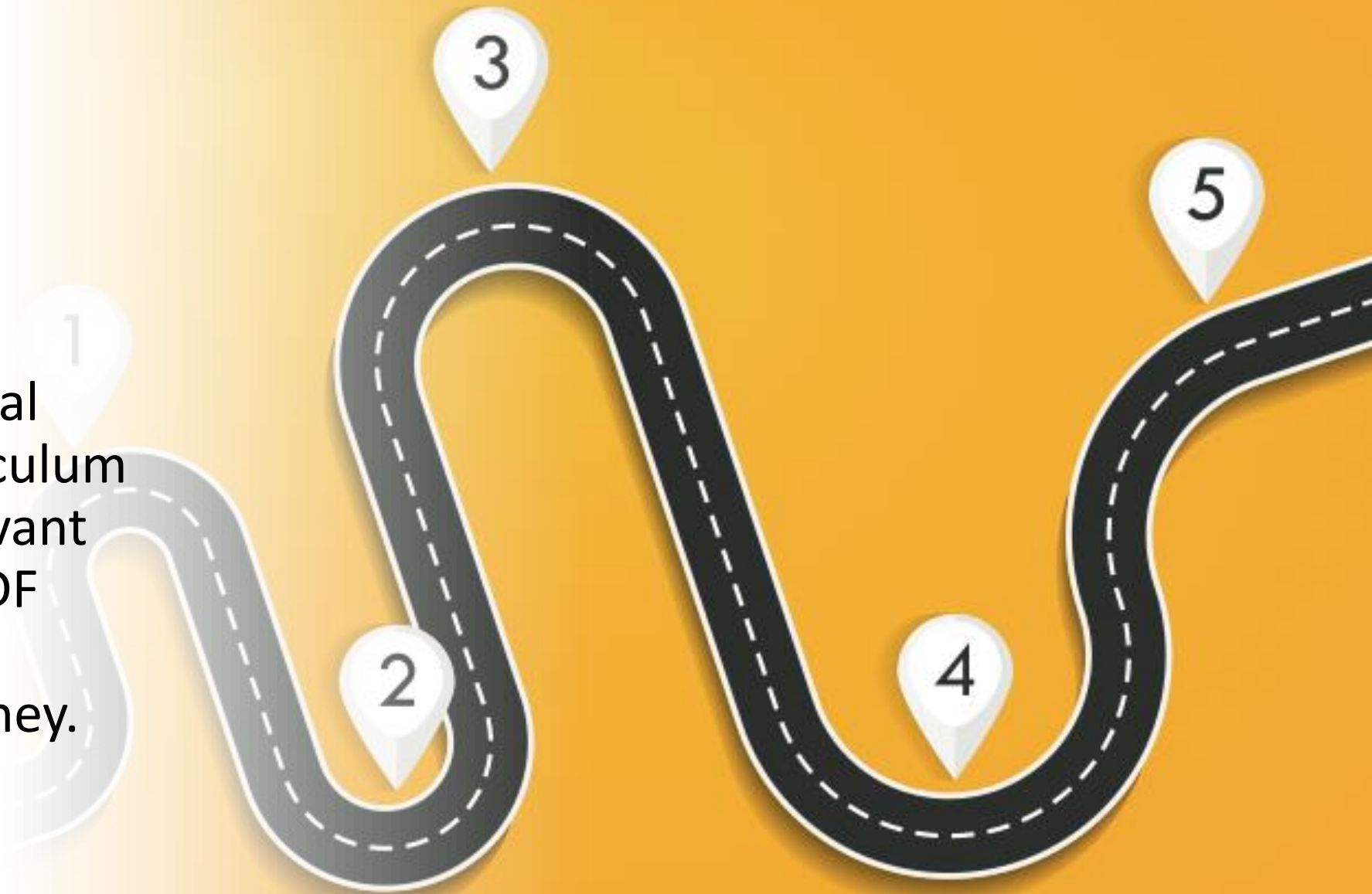


## Quality Assurance System

- Developed revalidation template
- Changed Institutional revalidation guidance documents

# Curriculum Mapping

Integration of central departments' curriculum services at the relevant junctures to the ICDF programme design/review journey.



# Implementation

## Services

- Workshops
- Consultancy
- Sharepoint Resource Area
- Formal Accredited Qualifications

The screenshot displays the 'Programme Design- ICDF Phase 2A' web application. At the top, a navigation bar includes links for Home, Research, Prog Design, Module Design, Prog Approval, AHSS, CEBE, LHS, UUBS, Contact Details, Archive, and Workshops. Below this, a header section features a circular logo with three stylized figures and the title 'Programme Design- ICDF Phase 2A'. A secondary navigation bar contains '+ New', 'Page details', and 'Analytics'. The main content area is titled 'Ulster's Curriculum Themes' and presents seven themes in a grid: 'Inclusive Learning, Teaching and Assessment' (with a group of people icon), 'Digital Capabilities' (with a laptop icon), 'Information Literacy Skills' (with a person and document icon), 'Employability' (with a briefcase icon), 'Entrepreneurialism' (with a person and gear icon), 'Education for Sustainable Development' (with a globe icon), and 'Student Partnership (UUSU)' (with a group of people icon).



## Co-creation with Stakeholders

- Support regional economic needs
- Industry, Employers, Awarding Bodies, Alumni
- Partnership with Careers and Employability Services



# Integrated Pedagogical **DESIGN** Approaches

- Active, Blended and Enquiry-based Approaches
- Assessment OF/FOR/AS learning
- Inclusive and Flexible Design

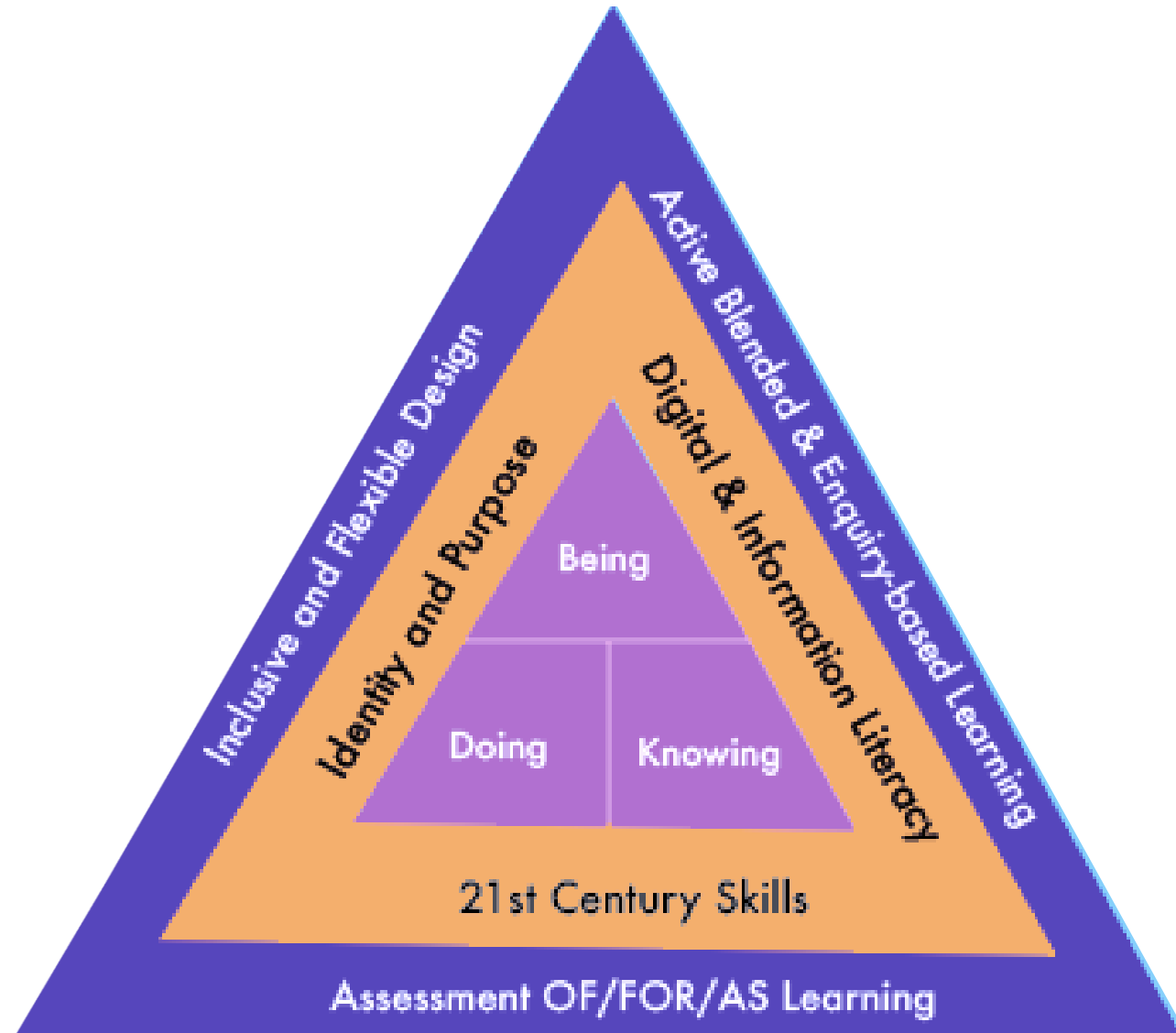
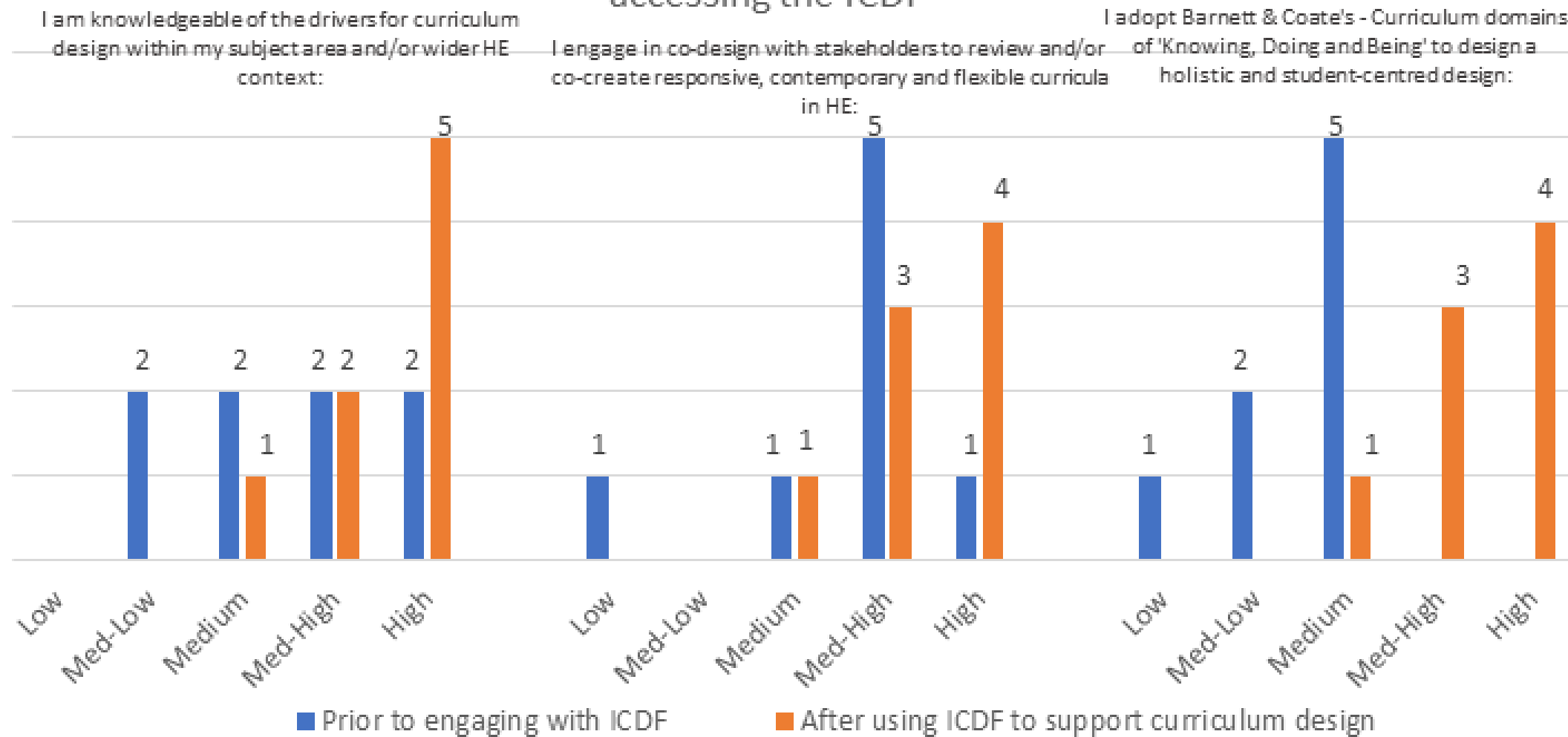


Figure 3: Progression of staff confidence prior to starting and after accessing the ICDF



## Overall, I am confident and capable of embedding:

	Definitely Agree	Mostly Agree	Neither Agree or Disagree	Mostly Disagree
<i>Information literacy skills</i>	3	3	1	1
<i>Educational sustainable development goals</i>	1	4	2	1
<i>Wellbeing in the curriculum</i>	1	4	2	1
<i>Digital capabilities</i>	5	2	0	1
<i>Employability and Enterprise</i>	2	5	0	1



# References

- Barnett, R. and Coate, K. (2005) *Engaging the Curriculum in Higher Education*, Berkshire: Society for Research into Higher Education and Open University Press.
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